

DOCUMENT RESUME

ED 477 243

CE 084 966

AUTHOR Rogers, Jenny
TITLE Adults Learning. Fourth Edition.
ISBN ISBN-0-335-20677-8
PUB DATE 2001-00-00
NOTE 225p.
AVAILABLE FROM Open University Press, McGraw-Hill Education, Shoppenhangers Road, Maidenhead, Berkshire SL6 2QL, UK (14.99 British pounds). Tel: 44 (0)1628 502500; Fax: 44 (0)1628 635895; e-mail: emea_queries@mcgraw-hill.com; Web site: <http://www.mcgraw-hill.co.uk/openup/index.html>.
PUB TYPE Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE Document Not Available From EDRS.
DESCRIPTORS *Adult Education; Adult Educators; *Adult Learning; Adult Students; Class Activities; *Classroom Techniques; *College Faculty; Developed Nations; Foreign Countries; Group Dynamics; Group Instruction; Mentors; *Student Evaluation; Student Interests; Student Motivation; Student Participation; Teaching Guides; *Teaching Methods
IDENTIFIERS Great Britain; Group Facilitation

ABSTRACT

Aimed at anyone who wants to know how to teach adults, this guide aims to build confidence, offer practical advice, and give the real-life flavor of helping fellow adults develop. Chapter 1 addresses adult learners: mindsets, motivation, and learning (learning cycle, learning styles, relevance, reinforcement and practice, experience, learning to learn, learner-centered). Chapter 2 considers when and how to give feedback. Chapter 3 covers tutors and groups, including group behavior, best teaching styles, anxieties, tutor influence, leadership style, working in groups, group lifecycle, relationships in the group, transactional analysis, and difficulties. Chapter 4 discusses approaches to mixed ability groups. Chapter 5 focuses on preparing for, conducting, and evaluating the first session. Chapter 6 describes and gives suggestions for these two teaching methods: lectures and demonstrations. Chapter 7 discusses teaching methods to involve learners, including case studies, role play, simulation, and games. Chapter 8 describes facilitation through discussion and necessary core skills. Chapter 9 focuses on tutoring open learners, including disadvantages and advantages for students and tutors, course quality, and giving feedback. Chapter 10, on coaching and mentoring, covers giving advice, responses, coach's role, three levels of listening, and a coaching session format. Chapter 11 looks at why evaluate, who evaluates, and what to evaluate against. Appendixes include a 27-item bibliography and index. (YLB)

**THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS**